

LEARNING TECHNOLOGIES LESSON PLAN

TITLE

THAT'S ENTERTAINMENT! **INTERACTIVE QUIZZES AND MULTIMEDIA ACTIVITIES**

TOPIC

- Vocabulary: cinema and entertainment
- Communicative functions: making, accepting and rejecting suggestions
- Grammar: verb patterns, why don't we...? /what- how about + ing? /like+ing

TYPE OF SCHOOL AND STUDENTS' AGE

This activity is suitable for first and second year high school students. (I have tested it on my first year students at the Aeronautic Institute).

LEARNING ENVIRONMENT

(language lab, multimedia lab, blended learning, online learning, flipped classroom)

Students could work on this learning object in a multimedia lab, because they need an Internet connection to carry out the activities. However, if students are provided with a personal iPad and a wi-fi connection, the exercises can be done in class too. Moreover, learners can easily train themselves at home, with a PC and an Internet connection. As for the final listening and game, an IWB (Interactive White Board) could encourage a collective approach.

I have tested this learning object in my class, since everybody has got an iPad and the school is equipped with a successful wi-fi connection and a new generation IWB.

LEARNING AIMS

Students are expected to become confident with cinema and entertainment vocabulary in an amusing, interactive and motivating way. Thanks to this learning object, students extend their knowledge of terms, collocations and adjectives which can be useful to speak about cinema and leisure activities.

Firstly, these activities give students the opportunity to revise communicative functions, particularly helpful in arranging meeting and making suggestions. Sometimes the different constructions adopted to make suggestions can cause confusion: with this tool, learners are given the chance to practise them in a meaningful way.

Moreover, learners can train their listening and reading skills thanks to lyrics, videos and written texts. Finally, they are expected to become familiar with interactive and multimedia contexts.

TOOLS CHOSEN (Hardware & Software, Web 2.0 tools, Online Resources, etc.)

- **ProProfs**, www.proprofs.com, an advanced, free online quiz maker
- **Voki**, www.voki.com, a free online device to create customized avatars
- **Lyrics training**, www.lyricstraining.com, a free online tool to teach English with songs
- **Crossword Lab**, <https://crosswordlabs.com>, a free online site to create games

METHODOLOGY AND TEACHING PROCEDURES

This learning object is structured in three parts.

The main activity consists of an interactive automatic graded quiz created using *ProProfs*, an advanced, free online quiz maker. Students are expected to take the quiz autonomously, in a multimedia lab or in a class equipped with iPads and wi-fi connection. In order to show the innumerable potentialities offered by this site, different kinds of quizzes have been included: multiple choice, fill the blank, matching, true or false. Furthermore, several videos and multimedia contributions have been introduced to promote an interactive approach, able to motivate students. The quiz is automatically corrected according to the answers previously established by the teacher who can easily download the results obtained by learners. These outcomes are organized into statistics which allow the trainer to evaluate the general level of the class and to reflect on the difficulties encountered by students. To encourage a user-friendly approach and to explain the operating methods an avatar has been created thanks to *Voki*. This site gives the opportunity to create speaking characters, who can be completely personalized, by changing their look, clothing, and accessories. Users type the text which avatars are supposed to read, and they can select a particular voice, accent and language.

To complete the unit concerning cinema and entertainment, other formative activities have been suggested. Students work all together, in an amusing and relaxed atmosphere. The first exercise consists of listening to a famous soundtrack in which there are blanks to fill in. *Lyrics training* is a very effective free site in which you can select different songs and opt for the level of difficulty. Students can stop the music and listen to the passage as many times as they want. If they can't understand a word, they can press the tab key to jump to the next.

Finally, learners can revise cinema vocabulary by means of *Crossword Lab*, a site which enables crosswords to be created and shared by the teacher. The schemes are protected by means of a secret password.

BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
<p>The teacher introduces the lesson, explains the aims of the learning object and provides students with the link to do the activities.</p> <p>While students are taking the quiz, the teacher observes the class and offers his/her help in case of difficulty.</p> <p>Once students have finished the quiz, the teacher invites them to work cooperatively to fill in the blanks of a famous soundtrack. The teacher projects the lyrics on the IWB, so that all guys could follow the music together, without headphones.</p> <p>Afterwards, the teacher suggests students do crosswords together, projecting them on the IWB. The class can be divided in teams to encourage competition among the students.</p> <p>Finally, the teacher downloads the results of the quiz and analyses the feedbacks thanks to the statistics provided by the site.</p> <p>The teacher comments students' mistakes in class.</p>	<p>Students listen to the teacher who explains the aim and the operating methods of the learning object. They use the link given by the teacher to do the activity.</p> <p>They take the quiz alone, using headphones and a personal iPad or PC.</p> <p>Once the quiz is completed, they listen to the soundtrack and try to fill in the blanks. They work cooperatively, in a relaxed atmosphere. Students talk after raising their hand.</p> <p>They complete the crosswords in teams and revise cinema vocabulary.</p> <p>They reflect on their mistakes.</p> <p>Students can ask for further explanations.</p>

ASSESSMENT (weak and strong points, learning added value)

This learning object is very profitable and has a lot of advantages. First of all it's easily accessible. Students learn how to use the tools quickly and effortlessly. They don't have to register to take the test because the teacher shares the link with them. Moreover, the suggested activities are free of charge, which is fundamental for a learning object to use in class.

The activities are very interactive and engage the learners' attention. Materials are authentic or semi authentic to make exercises more practical and effective. The activities are suitable for first and second year high school students because the topic is amusing and part of the vocabulary learnt is commonly used in their everyday life. Cinema and entertainment are part of their life. The learning object has a great impact on students who are not used to learning with multimedia exercises because it's interactive and thought as a sort of game. However, certain quizzes also enable students to reflect

on grammar structures, but in a fun way. Furthermore, these tools can be used outside the classroom, in daily life.

As for negative aspects, you can notice that teachers have to register to *ProProfs* and *Voki*, but it's very easy and fast. *ProProfs* has a premium version with a lot of complementary tools, but these require a fee to be paid.